DOCUMENT RESUME

ED 310 186 UD 026 904

TITLE	Asian and Pacific Islander Concerns. Report of the Study Committee.
INSTITUTION	National Education Association, Washington, D.C.
PUB DATE	Jun 87
NOTE	34p.; For related documents, see UD 026 903-906; for complete set, see UD 026 902.
AVAILABLE FROM	National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set; parts not available separately).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Asian Americans; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Family Influence; Lobbying; Minority Group Children; *Pacific Americans; Personal Narratives; *Racial Bias; Stereotypes; *Student Needs
IDENTIFIERS	*Model Minority Groups

ABSTRACT

This report on the educational concerns of Asian and Pacific Islanders is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from 14 site visits to a wide variety of schools and programs and from the testimony of over 50 representatives of community organizations, federal and state agencies that have Asian and Pacific Islander offices, and Asian and Pacific Islander educators and educators of Asian and Pacific Islander children. The following major findings are cited: (1) the stereotype of Asian and Pacific Islander students as the "model minority" obscures their wide diversity of emotional and language needs and fosters resentment among other minority groups; (2) family and community exert great pressure on many Asian students to succeed academically; (3) approaches to education vary greatly between Asian and Pacific Islander groups with regard to competitiveness and sex roles; and (4) Asian and Pacific Islanders are often the victims of racism for economic reasons. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. The appendices include a list of site visits and witnesses, and four tables and five graphs of statistical data. A list of 12 references and a seven-item bibliography are also appended. (FMW)

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REPORT OF THE

ASIAN AND PACIFIC ISLANDER CONCERNS

STUDY COMMITTEE

U.S. DEPARTMENT OF EDUCATION
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ASIAN AND PACIFIC ISLANDER CONCERNS STUDY COMMITTEE REPORT

Preface

Congratulations to the Asian and Pacific Islander Concerns Study Committee for your efforts on behalf of our nation's children. For providing National Education Association members with insights and recommendations for action—recommendations that have been adopted by the NEA Board of Directors—you have our thanks.

It was back in 1972 that NEA first began working "to bring together the needs and concerns of the diverse Asian groups and to provide an equal opportunity for all Asians."[1] By holding hearings all across the country, the Association sought to combat the inequities that impinged upon the education, acculturation, dignity, and survival of Asian and Pacific Islanders.

At that time, men and women in the Asian and Pacific Islander communities—while terming NEA's effort "well-meaning"—were less than enthusiastic. They said they had no reason to trust NEA "when in the past [it] had done nothing." But the 1972 study group would not be thwarted. It sought and established school visits, conducted hearings, and collected valuable information that was reported to the 1973 NEA Representative Assembly.

This 1973 report served as a basis for Association programs and activities in a variety of areas, and, as a result, circumstances have improved somewhat for Asians and Pacific Islanders. But much remains to be accomplished, and, in 1986, NEA established an Asian and Pacific Islander Concerns Study Committee to look into the current situation and report out its findings.

The report of this Study Committee focuses on the many different problems experienced by Asians and Pacific Islanders—problems that range from violence, scapegoating, and bigotry to intra- and intergroup conflicts. The language deficiencies of Asians and Pacific Islanders and the inadequate job and promotional opportunities open to them, the myth of the model minority, the burgeoning Asian and Pacific Islander populations, and the dwindling numbers of Asian and Pacific Islander educators: these are only some of the problems identified in this report by Asian and Pacific Islander communities and their leaders, and by students, educators, and National Education Association leaders.

This Study Committee report is a product of positive and enthusiastic cooperation from Asian and Pacific Islander groups and individuals, a stark contrast to NEA's 1972 experience. The findings of this report will serve as a foundation for current and future action by NEA and other interested organizations throughout the United States. The enactment of the Study Committee's recommendations into programs and activities will benefit Asians and Pacific Islanders in particular, and all peoples in general: "We are enriched, indeed, by one another."[2]

A special recognition should go to those who took a direct hand in developing and completing this report. We acknowledge the members of the NEA Executive Committee, the Board of Directors, the Minority Affairs Committee, the Asian/Pacific Islander Caucus, and the staff of the Communications and Human and Civil Rights units. Thanks also to the state and local Association leaders who helped organize the hearings and school visits.

Our sincere appreciation to the Hawaii State Teachers Association, the California Teachers Association, the San Francisco Classroom Teachers Association, the Texas State Teachers Association, the Houston Teachers Association, the Illinois Education Association, the Downers Grove (Ill.) Education Association, the Glenview (Ill.) Education Association, and the Chicago school district.

Finally, thanks to all the organizations and individuals who testified or took time to submit their thoughts in writing to the Study Committee. This report would not have been completed without their help.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

Over the past months, the members of the Asian and Pacific Islander Study Committee have had the unique opportunity to study, learn, laugh, and anguish with the many persons who shared their knowledge and thoughts throughout the testimony they presented.

We heard three eloquent Hawaiian women—in their oral language tradition— express fear and anger over the obfuscation of their culture. We listened to a Cambodian woman proudly describe how she and her community are developing a farm to provide work for refugees from her country. We visited a classroom of ninth and tenth graders who shared with us their anger over the conditions of their school and their hopelessness over their educational future. We saw caring teachers doing their best—without the necessary resources—to help students whose cultures they knew little about. We also saw school settings where environments were happy and cheerful, where staff had been sensitized to cultural differences, and where remarkable progress was being made.

We talked with an Asian teacher in a school system under a desegregation order. She had been denied the opportunity to transfer because she was not white and then, the following year, denied the opportunity again because she was not Black.

We saw examples that strengthened the myth of the "model minority" and others that exploded the myth. We saw administrators who cared and provided—through sheer determination—whatever their staff and students needed. We also saw an administrator who welcomed "Orientals" because their achievements increased his school's test scores—and provided him a bonus. This same man ignored Asian students who resorted to violence because, he explained, violence was the way they had learned to resolve conflict in their native war-torn countries.

Through all these experiences, we have learned more than we ever thought possible. We want to express our gratitude to all who gave, shared, and labored to provide us with such an education. It is our hope that the findings and recommendations of this report will help NEA, our state and local affiliates, and America's education employees provide the opportunities necessary for the children of the "forgotten minority" to achieve their dreams.

Robert F. Chase, Chair
Asian and Pacific Islander Concerns Study Committee
Washington, D.C.
June, 1987

The Study

The Asian and Pacific Islander Concerns Study Committee was established by action of the NEA Executive Committee in October 1986 and the NEA Board of Directors in December 1986. These actions directed that the study group be composed of three Executive Committee members, two Asian and Pacific Islander members of the NEA Board, and the Asian and Pacific Islander Caucus chairperson.

The Study Committee was charged with investigating the status of Asians and Pacific Islanders, developing a report, and submitting its findings and recommendations to the NEA Executive Committee.

The Study Committee addressed, but was not limited by, the following charges:

1. Review and analyze NEA programs that address Asian and Pacific Islander concerns and make appropriate recommendations based upon these concerns.
2. Assess the concerns of Asian and Pacific Islander NEA members.
3. Review and analyze the needs of Asian and Pacific Islander students, families, and school employees.
4. Review and analyze the political and social structure of Asian and Pacific Islander organizations and make appropriate recommendations for future relationships with NEA.
5. Meet with leaders of Asian and Pacific Islander organizations to ascertain the potential level of involvement with NEA.
6. Chart cultural/familial/societal differences among Asian and Pacific Islander students as these differences affect their education, values, and achievement.
7. Create a data bank for:
   a. Books, pamphlets, and other information that address the various Asian and Pacific Islander cultures for the use of teachers.
   b. Programs that have been successful with Asian and Pacific Islander students.
   c. The Asian and Pacific Islander and other community or educational groups that can provide academic counseling for Asian and Pacific Islander students.
8. Examine and recommend ways to encourage youngsters of Asian and Pacific Islander heritage to become teachers.
9. Analyze the effects of the resurgence of violence upon Asian and Pacific Islander students and teachers.
10. Examine the "educational truth" about what segments of the Asian and Pacific Islander community actually aspire to and attempt to achieve higher educational goals.
11. Review NEA and NEA affiliate affirmative action policies and their impact on Asian and Pacific Islander NEA members.
12. Examine ways to maintain and increase the numbers of Asian and Pacific Islander administrators at every level of education.
13. Examine the possible effects of the trade imbalance between Asian countries and the United States on Asian and Pacific Islander students.

NEA President Mary Hatwood Futrell appointed the following NEA members to the Study Committee:

Robert F. Chase, Chairperson; member, NEA Executive Committee (Connecticut)
Sue Y. Hovey, member, NEA Executive Committee (Idaho)
Jim G. Lewis, member, NEA Executive Committee (Kansas)
Robert H. Johan, member, NEA Board of Directors (Illinois)
Kathy Yen, member, NEA Board of Directors (California)
Minnie C. Bumatay, member, Asian and Pacific Island Caucus Chairperson. (Hawaii)

The Study Committee selected five sites for its investigation: Washington, D.C., San Francisco, Honolulu, Houston, and Chicago—all cities with significant Asian and Pacific Islander populations, a diversity of cultures and problems, and ready access to Asian and Pacific Islander organizations and activists. The Study Committee conducted one day of hearings at each site except Washington, D.C., where testimony was heard over two days. School visitations were made at all sites except Washington.

A summary of the hearings and school visitations conducted by the Study Committee appears in the Appendix to this report.

The community groups and individuals invited to appear before the Study Committee responded with gratifying enthusiasm—and awesome expectations. Study Committee requests to visit schools were also well received, and the Committee visited at least three schools in four different hearing sites. State and local NEA affiliates assisted NEA Human and Civil Rights staff in arranging the details necessary for conducting these visits.

Many community and national organizations and individuals were willing to share their time, research, ideas, and concerns with the Study Committee.

An Overview

The Asian and Pacific Islander population is comprised of many different ethnicities and languages (see Appendix for ethnic and major language information). Asian and Pacific Islanders hail from a multitude of cultures and political, religious, and economic backgrounds. The differences among Asian and Pacific Islander groups are exacerbated by the length of time each group has been exposed to Western ways. Differences are widespread between new groups of Asian immigrants—such as the Hmong refugees from the Laotian mountains—and Pacific Islanders from American and trust territories, between native Hawaiians and longtime Americans of Japanese descent. And differences also exist between generations within the same ethnic groups.

In the U.S. context, the different Asian and Pacific Islander groups operate in a common political milieu. All individuals from these groups—no matter how different their cultural groups may be from each other—are identified as Asian or Pacific Islander. Employers tend to perceive Asians and Pacific Islanders as a source of cheap, passive, one-dimensional labor. Many Americans in mainstream society perceive Asians and Pacific Islanders as outsiders who are taking away the benefits that are due "real" Americans. These attitudes tend to make Asians and Pacific Islanders easy targets for hostility in the workplace, in public housing, in small business, and in college admissions. Trade deficits between the U.S. and Asia that affect jobs and job opportunities in America are still another obstacle that makes life difficult for Asians and Pacific Islanders.

Programs designed to help Asians and Pacific Islanders must consider both the differences *and* the similarities among Asian and Pacific Islander people. Those Asians and Pacific Islanders who are American-born and long-term residents of the U.S. may have problems that closely resemble the problems of white youths: teen pregnancy, substance abuse, and unsettled family lives. Immigrant and refugee youths may have problems with language, cultural adjustment, economic survival, and the psychological scars of war.[3]

For many Asian and Pacific Islander immigrants, educational opportunity represents a primary reason for coming to the United States: "A search to improve the lives of their children has motivated many families to give up everything they have in their homelands."[4]

"Ironically, this attitude can, and does, impose pressures on many students who feel unable to live up to their parents' and communities' expectations. Both American-born and immigrant children are affected by this. If they do not fit into the mythical model student stereotypes, teachers become outraged and frustrated; the students feel unworthy and confused and think that they are not doing something right. Not all Asian Pacific American children are going to fare well in mathematics; some may be able to do well in debate and writing."[5] Some Asian and Pacific Islander students have to overcome language, emotional, and cultural problems before they can be successful in any school endeavor. As with all children, teachers, counselors, and administrators must be sensitive to the differences in the needs, skills, and abilities among Asian and Pacific Islander American school children.

Approaches to education can also vary widely between different Asian and Pacific Islander groups: "Among Pacific Islanders, the competitive nature of western education is frowned upon. Among traditional Asian cultures, parents encourage males more than females to obtain higher education degrees. For both groups, tradition holds that women should expend their efforts on the family and in the home."[6]

Islanders from the Pacific value their traditional lifestyles and decision-making apparatus—so much so that they work hard to inculcate these traditions into their children's educational development and school programs. Asians transported to the United States, on the other hand, strive to compete with students from different cultures, just as most Americans do, believing that schools should teach what their children need to know to succeed academically. Cultural styles and the like, they believe, are to be taught and developed at home.

Students from both Asian countries and Pacific islands increasingly find themselves the victims of violence and other acts of hostility: "Many of these incidents have occurred on or around school grounds, between students. The animosity in some cases stems from racial causes, in others from economic reasons, and often from a combination of both."[7]

"Low-income families fighting for the same small slice of the American pie perceive Asian [and Pacific Islander] immigrants and [Asian] refugees as taking away those benefits from them. Anger and frustration are directed at the 'usurpers' rather than at the source, that is, the people and institutions that decide how small the slice will be."[8]

To be effective, support systems for Asian and Pacific Islander students need to offer approaches that recognize the differences between Asian and Pacific Islander groups—and the impact of racism on all Asians and Pacific Islanders.

Findings

Asians and Pacific Islanders "are a minority of convenience," noted one of the individuals testifying before the NEA Study Committee.[9] That perspective was emphasized again and again as the Committee heard from over 50 witnesses and visited 14 schools. Asians and Pacific Islanders are, in fact, "the forgotten minority."[10] In many instances, the treatment of Asians and Pacific Islanders "borders on neglect."[11] The "good mouthing" of Asian and Pacific Islander Americans, immigrants, and refugees "has been so effective and so successful that today, after about 25 years of falsely portraying Asians [and Pacific Islanders] as successful members of a so-called 'model minority,' too many people—both white and Black—believe that [they] have no real problems."[12]

The NEA Study Committee found just the opposite to be true. Asians and Pacific Islanders face many problems, and they shared those problems with the Study Committee. The findings that follow, the Committee deeply hopes, capture the anxieties, concerns, and aspirations that Asians and Pacific Islanders expressed so eloquently during the Committee's hearings and school visits.

Students

1. Many Asian and Pacific Islander students are not receiving an equitable education in a positive, safe environment.
2. Contrary to commonly held perceptions, Asian and Pacific Islander students—both foreign and native-born—are experiencing identity crises that may lead students to drop out of school or, even more tragically, to commit suicide or, in some cases, homicide.
3. There is a need to clarify the literacy difference between the first and second waves of Asian and Pacific Islander immigrants and refugees.
4. Asian and Pacific Islander students are not consulted when they are placed in bilingual or limited English proficiency (LEP) programs.
5. Exceptional LEP students need psychological evaluation support services.
6. There are not enough certified bilingual school psychologists to help exceptional Asian and Pacific Islander students.
7. There are not enough bilingual instructional materials for Asian and Pacific Islander students and their teachers.
8. Many language deficient students are not given appropriate language proficiency tests or, if they need special help, are not placed in locally determined transitional programs of instruction (TPI).
9. Some Asian and Pacific Islander students are mistakenly placed in special education programs while others are denied special education assistance because of language deficiencies.
10. Immigrant and refugee students need bilingual and ESL instruction in all subject matter courses, including English.
11. The needs of students who are prematurely removed from bilingual programs are not met in a regular school setting.
12. Many Asian and Pacific Islander students are placed at incorrect grade levels that reflect only their chronological age, not their academic development.
13. Many Asian and Pacific Islander students are pressured to seek academic excellence or risk "losing face" and family integrity.
14. Many Asian and Pacific Islander students are afraid to consider a teaching career because of their perceived language difficulties.
15. The emotional needs of Asian and Pacific Islander students are not being met.
16. Asian and Pacific Islander students and staff are isolated within their school settings.

17. Statistical data on the number of Asian and Pacific Islander students who drop out of school are insufficient.
18. Some students within the Asian and Pacific Islander ethnic category are actively recruited by organized crime.

Curriculum and Instruction

1. The education reform movement is limiting the ability of schools to respond to the needs of some Asian and Pacific Islander students.
2. There is a need to do appropriate research and provide clear information on the concepts of bilingual education, ESL, and LEP programs.
3. Students from preliterate societies need more appropriate curriculum materials and methods of instruction.
4. The written and oral structure of some Asian and Pacific Islander languages makes instruction and material selection difficult.
5. Many Asian and Pacific Islander languages are not based on the traditional English alphabet.
6. Instruction in Asian and Pacific Islander languages is seldom offered for credit in schools, colleges, and universities.
7. There is little data collected or information disseminated on the bilingual, English-as-a-second-language (ESL), and other language approaches used with Asians and Pacific Islanders.
8. Many districts do not provide adequate bilingual and ESL programs.
9. Bilingual teacher education programs focus on the elementary and not the secondary grades.
10. Educators tend not to recognize the various levels of motor skill development readiness in very young Asian and Pacific Islander students.
11. Asian and Pacific Islander teachers tend to be hired on "soft money," not on permanent budget line items.
12. Bilingual Asian and Pacific Islander students who need special education support are often neglected because of incomplete or incorrect diagnosis and follow-up.
13. There are not enough age-appropriate materials for nonreaders and non-English-speaking readers.
14. Qualified bilingual and ESL personnel are being underutilized.
15. Educators are not sharing effective educational programs and material for Asian and Pacific Islander students.
16. ESL and bilingual education programs are often forced to compete for personnel and resources.
17. The failure to provide effective ESL/bilingual programs has increased the probability of higher school dropout rates among Asian and Pacific Islander students.
18. Large class sizes limit the opportunity for success among non-English-speaking students.
19. Adequate educational opportunities for non-English-speaking adults are often not available.
20. Assessment instruments for the appropriate placement of Asian and Pacific Islander students are often not available.
21. The recently revised entrance standards of some institutions of higher education appear to deny access to the number of Asian and Pacific Islander students who would otherwise qualify.
22. Many multicultural programs are often not integrated into the general curriculum.
23. Many textbooks reflect cultural bias.
24. Schools of education produce neither enough qualified bilingual teachers nor sufficient resources for bilingual and ESL programs.

25. Some higher education institutions are not committed to recruiting Asian and Pacific Islander students for teacher education.
26. Vocational education courses and equipment are often antiquated and do not prepare students for today's highly technical world.
27. Asians and Pacific Islanders are either not included or not portrayed correctly in curriculum materials.
28. School personnel often don't encourage Asians and Pacific Islanders to participate in nonmath and nonscience areas.
29. Many Asian and Pacific Islander parents perceive that there is a need for more discipline in schools and that discipline should be taught as a part of the school curriculum.
30. NEA and its affiliates have not adequately addressed the needs of Asian and Pacific Islander students relative to curriculum and instruction.

Teachers/School Personnel

1. Most school personnel lack an understanding of Asian and Pacific Islander people, their culture, and their traditions.
2. Many schools with a significant number of Asian and Pacific Islander students do not have Asian and Pacific Islander educational personnel who could serve as positive role models.
3. There is a lack of staff preservice and in-service training in intergroup relations in general and in Asian and Pacific Islander cultures in particular.
4. School administrators cover up many racial incidents reported by teachers.
5. When Asian and Pacific Islander students break school rules, they often receive more severe discipline than other students.
6. School personnel often treat Asian and Pacific Islander students as if they were inferior.
7. Because of ignorance or faulty recordkeeping, many Asians and Pacific Islanders are incorrectly identified.
8. Teachers in bilingual programs have higher burnout rates than other teachers.
9. High—and low—concentrations of Asian and Pacific Islander students create program delivery problems.
10. Most states are inadequately prepared to address their rapidly growing numbers of Asian and Pacific Islander residents.
11. Job security, more information, and better salaries are essential to attracting Asian and Pacific Islanders into the teaching profession.
12. Neither school districts nor NEA and its affiliates do a very good job of actively recruiting Asian and Pacific Islander educators for school or Association positions.

Parents/Family/Community

1. Parents do not encourage Asian and Pacific Islander students to participate in extracurricular activities.
2. Asian and Pacific Islander citizens lack a political power base in many communities.
3. Many Asians and Pacific Islanders do not strive for, or attain, policy-making positions.
4. Indochinese refugees do not have a high trust level for schools, which they view as an extension of the "government." Opposition to oppressive governments has driven many of these refugees to the U.S.
5. Asian and Pacific Islander immigrants don't understand how school systems function.

6. Economic, geographic, and language barriers isolate many Asian and Pacific Islander communities.
7. Language and cultural barriers prevent many Asian and Pacific Islander parents from becoming involved in their children's school activities.
8. Asians and Pacific Islanders lack access to an integrated network of people, groups, and organizations that represent their interests.
9. The problems of latchkey children are growing concerns within the Asian and Pacific Islander community.
10. Non-English-speaking parents and their English-speaking children are becoming alienated from one another as children become more and more Americanized.
11. Asian and Pacific Islander parents do not encourage their children to become teachers because the profession lacks prestige and financial rewards.
12. Many Asian and Pacific Islander refugee children have been separated from their families and forced to live in nontraditional arrangements, in some cases even living alone. Their living arrangements create cramped housing and a lack of privacy for the children.
13. Generally, NEA and its affiliates do not reach out to the Asian and Pacific Islander community and education personnel.

Employment

1. There aren't enough Asian and Pacific Islander teachers and administrators.
2. Asians and Pacific Islanders have not been primary beneficiaries of affirmative action.
3. Asians and Pacific Islanders tend to be directed toward jobs in the math and science fields.
4. Rarely do Asians and Pacific Islanders rise above middle-management-level jobs in business, industry, education, and unions.
5. Qualified immigrants have inadequate job opportunities.
6. Many Asian and Pacific Islander students experience summer and part-time job discrimination because of their ethnicity and physical features.
7. When Asians and Pacific Islanders compete for jobs, stereotyping often prevents their hiring. And even when they are successful, they are often placed in positions that do not reflect their qualifications.
8. Equal employment opportunity regulations are not being enforced.
9. Although inroads have been made, Asians and Pacific Islanders have not been affirmatively sought, hired, or promoted for positions in the Association.
10. There aren't enough Asian and Pacific Islander educational employees in U.S. and territorial schools.
11. Job appeal, preparation, incentives, security, and salary are critical criteria for attracting Asians and Pacific Islanders into teaching.

Cultural Sensitivity/Differences

1. Asians and Pacific Islanders are often viewed and used as the "minority of convenience."
2. Asians and Pacific Islanders are often not perceived as minorities.
3. Foreign- and native-born Asians and Pacific Islanders create barriers among themselves that lead to negative relationships and the creation of caste systems that are detrimental to their cultural survival and blending.
4. Many Asians and Pacific Islanders lack assertive verbal and writing skills.

5. Myths—such as the perception that the U.S. trade deficit is caused by Asians and Pacific Islanders, that the Asian and Pacific Islander high family average income means that they are all "well-to-do," that the Asian and Pacific Islander "hard work" ethic keeps others from employment—contribute to the view that Asians and Pacific Islanders are an economic threat to all other groups.
6. There has been an increase in anti-Asian violence in the United States.
7. There is a tendency for school employees to reinforce stereotypical behavior of Asian and Pacific Islander students and to incorrectly interpret such behavior as evidence of an understanding of the subject being discussed.
8. "Good mouthing" of Asians and Pacific Islanders continues to perpetuate and promulgate both the "model minority" myth and discrimination.
9. The diverse English accents of Asians and Pacific Islanders often create language barriers.
10. Although Asian and Pacific Islander Heritage Week is publicized by NEA and its affiliates, any recognition of the contributions made by Asians and Pacific Islanders is minimal.
11. Some ethnic groups within the Asian and Pacific Islander category want to be separately identified and want to establish their own ethnic observance/heritage week activities.
12. Hawaiians consider themselves to be Native Americans.
13. Some Asian and Pacific Islander Americans have been mistreated and displaced by their own government.

Collaboration/Coalition Building

1. The Association does not reach out to many Asian and Pacific Islander community and cultural organizations.
2. Association leaders do not participate in many Asian and Pacific Islander group activities.
3. NEA is not working actively with Asian and Pacific Islander groups that are attempting to establish a permanent Asian and Pacific Islander Heritage Week.
4. Only a few local NEA affiliates reach out and attempt to organize ethnic minority education employees.

Legislation

1. Regulations implementing the Simpson/Mazzoli Act create barriers for Asians and Pacific Islanders who want to obtain citizenship.
2. Immigration quotas are restrictive and prevent the relocation and unification of many Asian and Pacific Islander families.
3. "English Only" legislation and referenda are of concern to Asians and Pacific Islanders and a threat to all minority cultures.
4. Japanese-Americans are seeking reparations from the U.S. government.

Leadership Training

1. Asians and Pacific Islanders lack leadership training opportunities within the Association.
2. There is a lack of trained teachers in American and Trust territories.
3. Asian and Pacific Islander leaders and trainees get no encouragement or opportunities to use NEA Minority Leadership Training Program-developed skills at the local level.

4. There is a lack of effort on the part of some Association leaders and staff to increase the participation of Asian and Pacific Islander members in determining and implementing Association programs.
5. 3-1-(g) visitations are viewed as significant because they enhance minority participation and focus Association efforts on minority issues.
6. Asian and Pacific Islander Association members do not see the results of Association advocacy for minority concerns.
7. Local Associations, especially in urban areas, are not reaching out and training Asian and Pacific Islander education employees.

Recommendations

These recommendations from the Asian and Pacific Islander Concerns Study Committee have been adopted by the NEA Board of Directors.

Asian and Pacific Islander Students

1. NEA and its affiliates will work to ensure that Asian and Pacific Islander students receive an equitable education in a positive and safe environment.
2. NEA and its affiliates will work to establish fair and consistent discipline procedures for Asian and Pacific Islander students.
3. NEA and its affiliates will assist local districts in developing programs to promote student understanding of different attitudes and cultures.
4. NEA will investigate the alleged practices of some universities that place restrictive maximum quotas on the enrollment of Asian and Pacific Islander students. This investigation will include—but not be limited to—the discriminatory weighting of enrollment factors designed to restrict the enrollment of Asian and Pacific Islander students.
5. NEA will communicate the importance of seeking applications for grants from the NEA-funded dropout prevention program, Operation Rescue, to locals with concentrations of Asian and Pacific Islander students.
6. NEA will identify and promote programs designed to enhance the concepts of self-worth and positive self-image of Asian and Pacific Islander students.
7. NEA will work with Asian and Pacific Islander groups to develop and promote a positive relationship between business and Asian and Pacific Islander youth, including programs to develop partnerships in employment.

Curriculum and Instruction

1. NEA and its affiliates will work to establish teacher and counselor preservice and in-service or staff development programs that include courses in Asian and Pacific Islander cultures, values, learning styles, achievement differences, stereotypes, and physical differences.
2. NEA and its affiliates will seek to implement compensated after-school study programs.
3. NEA will continue to support the concept of magnet schools only if the magnet schools are determined not to direct materials and resources from other schools.
4. NEA will initiate an empirical study to secure research data on the efficacy of bilingual, ESL, immersion, submersion, and other programs for students with limited English proficiency. NEA will develop a handbook that defines these programs and provides suggested guidelines to affiliates for their use. Such information will be disseminated through regular NEA publications and through an NEA-provided handbook.
5. NEA will promote the use of native language assessment surveys and other effective methods of diagnosis and placement for Asian and Pacific Islander immigrants and refugees.
6. NEA and its affiliates will work to modernize vocational education curricula and equipment.
7. NEA and its affiliates will work to increase the availability of ESL classes in adult education programs. These shall be provided during all hours of the week, with course listings available in all languages spoken in the communities.

8. NEA and its affiliates will work toward mandating foreign language training for students in grades K-12. Asian and Pacific Islander languages should be among the languages offered.
9. NEA will investigate and evaluate the use of "peer tutors" for non-English speaking students.
10. NEA and its affiliates will work with school boards to establish fair exit exam criteria for bilingual/ESL programs. The criteria should ensure mastery of written and verbal language skills.
11. NEA and its affiliates will develop programs aimed at providing instruction for non-English-speaking students who are more than two grade levels behind their age group. This will help prevent chronological placements, which inappropriately foster academic failures.
12. NEA will work with the producers of educational materials to ensure the materials contain significant and appropriate treatment of the historical contributions of Asians and Pacific Islanders.
13. NEA and its state affiliates will encourage school districts to develop programs and courses designed to help Asian and Pacific Islander students write resumes, do well in job interviews, take tests, and develop verbal and writing skills.
14. NEA and its state and local affiliates will lobby school boards to ensure that "intake" personnel receive proper diagnostic training for Asian and Pacific Islander students and to provide them with appropriate follow-up services.
15. NEA and its affiliates will continue to work toward the restructuring of the school program to meet individual student needs.
16. NEA will continue to impress upon the Carnegie and Holmes groups that involving minorities in teaching is an imperative part of the education reform movement.
17. NEA will produce and distribute a culturally correct guide on each major subgroup within the Asian and Pacific Islander community. These guides shall feature information on different cultures and their effect upon learning and family expectations, as well as sources for more information.
18. NEA will continue to promote the development of testing materials that are not culturally biased.
19. NEA and its affiliates will help local affiliates secure contract language/board policies that use teacher aides appropriately with students in bilingual programs and prohibit the assignment of teachers to noncrucial clerical duties.
20. NEA will work with other groups to develop a clearinghouse and resource center on Asians and Pacific Islanders. This center will facilitate the gathering and dissemination of information on curricula, culture, methods of managing and resolving conflict, anti-Asian violence, and other appropriate topics. This pilot program shall be initiated by NEA. It will develop or secure culturally sensitive references and materials for use by students and staff members. NEA will explore the feasibility of cooperating with the NEA-created National Foundation for the Improvement of Education and other groups in funding these activities.

Teachers/School Personnel

1. NEA and its affiliates will work with educational institutions to develop recruitment procedures that encourage Asians and Pacific Islanders to enter the teaching profession. Suggested efforts might include scholarships, forgiveness loans, encouraging paraprofessionals to become teachers, mentorships, internships, career days for students, and affirmative action plans.

2. NEA will identify successful models used to recruit Asian and Pacific Islander students into teacher education. This information will be disseminated to state and local affiliates.
3. NEA and its affiliates will educate its members to be sensitive to the cultural difficulties that Asians and Pacific Islanders experience when they need therapeutic health care and ancillary services.
4. NEA will work through the National Council on Accreditation of Teacher Education to urge teacher preparation programs to provide appropriate cultural sensitivity and teaching strategy awareness for ethnic minority students.

Parents/Family/Community

1. NEA and its affiliates will encourage Asians and Pacific Islanders to become more involved in the political process.
2. NEA and its affiliates will develop bilingual and orientation materials for parents of non-English speaking students. Such materials will include information about school policies and goals as well as school and community services.
3. NEA and its affiliates will work with community and school counseling organizations to develop programs that will prevent Asian and Pacific Islander student involvement with gangs.
4. NEA, in conjunction with the appropriate groups, will develop and make available to its affiliates a training package on parenting and parental involvement in student education and the total school environment. This training package will reflect appropriate cultural sensitivity for all minority groups.
5. NEA will encourage its affiliates to seek and assist Asian and Pacific Islander political candidates, with an important emphasis on elective school board positions.

Employment

1. NEA and its affiliates will actively recruit and promote Asians and Pacific Islanders into executive, managerial, and other staff positions. The NEA headquarters shall be the model for this affirmative action effort.
2. NEA will work with state and local Associations to help school boards better recruit Asian and Pacific Islander teachers.
3. NEA and its affiliates will work with potential Asian and Pacific Islander educators to ensure that they have an equitable chance of meeting certification requirements.
4. NEA and its affiliates will lobby the appropriate groups to increase the number of Asian and Pacific Islander women selected for administrative positions in education.
5. NEA and its affiliates will seek to promote clubs for future teachers, with special emphasis on recruiting Asian and Pacific Islander students.

Cultural Sensitivity/Differences

1. NEA will properly recognize Asians and Pacific Islanders in its publications, governance meetings, and other Association events.
2. NEA will make every effort to discuss Asian and Pacific Islander issues in NEA publications.
3. NEA and its state affiliates will work toward a greater understanding and acceptance of Asians and Pacific Islanders as minorities.
4. NEA will continue to promote the establishment of Human and Civil Rights departments and programs within the state affiliate structure.
5. NEA will work with the Census Bureau to collect data on the breakdown of Asian and Pacific Islander ethnic categories.

Collaboration/Coalition Building

1. NEA will investigate and clarify the categorization of the different Asian and Pacific Islander groups. The results of this investigation will be brought to the NEA Executive Committee for action.
2. NEA will encourage state affiliate leaders to participate in activities sponsored by Asian and Pacific Islander groups.
3. NEA will work to identify and promote pro-education Asian and Pacific Islander political candidates.
4. NEA will encourage its affiliates to include Asian and Pacific Islander speakers and presenters at conferences, training sessions, and the NEA Representative Assembly.
5. NEA will invite Asian and Pacific Islander leaders to participate in appropriate NEA efforts.
6. NEA will communicate with the appropriate organizations (such as the Council of Chief State School Officers and the American Association of Colleges for Teacher Education) about the needs, programs available, and challenges facing public schools in educating Asian and Pacific Islander students.
7. NEA will sponsor a conference on Asians and Pacific Islanders for the purpose of establishing an independent national network of Asian and Pacific Islander organizations and individuals. NEA's costs will be limited to the use of the NEA building, staff time, and mailings. Sponsorship of the conference will be a joint effort with appropriate organizations.
8. NEA will continue to monitor Asian and Pacific Islander concerns.
9. Where appropriate, NEA and its affiliates will lobby for the creation of a governmental special assistant on Asian and Pacific Islander Affairs.
10. NEA will expand its efforts to work with Asian and Pacific Islander community and cultural organizations.

Legislation

1. NEA will examine and evaluate the United States Code pertaining to the Simpson/Mazzoli Act and then lobby Congress and the Immigration and Naturalization Service to make appropriate changes.
2. NEA will continue to lobby for appropriate funding for categorical programs.
3. NEA and its affiliates will work with appropriate groups to promote the establishment of a permanent Asian and Pacific American Heritage Week.
4. NEA will lobby for federal programs that provide vocational education training for Asian and Pacific Islander natives and refugees through repayable grants or loans.

Leadership Training

1. NEA will develop a training program that makes all members and leaders aware of the needs of Asians and Pacific Islanders. The program should be made a part of a unit in the Association's Minority Leadership Training Program (MLTP).
2. NEA and its affiliates will increase the number of Asians and Pacific Islanders in national, regional, and state training activities. NEA, in conjunction with its affiliates, will provide a specific Minority Leadership Training Program for Asian and Pacific Islander members.
3. NEA will provide its board members with training programs that will:
   a. promote sensitivity to ethnic minority concerns.
   b. increase knowledge about ethnic minority issues.
   c. establish networks between ethnic minority and nonethnic minority leaders.

NEA will encourage its state affiliates to also provide these training opportunities.

4. NEA will provide multicultural training for all Association members, leaders, and staff through the Human and Civil Rights unit. The MLTP program would be made available through the same unit.
5. NEA will continue to work with community organizations to ensure that leadership training opportunities are made available to interested Asian and Pacific Islanders.

Conclusion

The Study Committee's recommendations are a first step toward improving the education and quality of life of Asians and Pacific Islanders. NEA is committed to act on and implement these recommendations.

Footnotes

[1] National Education Association. "An Interim Report By The National Education Association Asian American Task Force." Washington, D.C.: NEA, 1973, p. 1.

[2] Waihee, Governor John, "Hawaiian Harmony Urged For All." *Honolulu Star-Bulletin*, February 17, 1987. Section 1, p. 2.

[3] Wong, Diane Yen-Mei. "Written Testimony of Asian Women United of California." Testimony presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Washington, D.C. March 9, 1987, p. 2.

[4] *Ibid.*

[5] *Ibid.*

[6] *Ibid.*

[7] *Ibid.*, p. 6.

[8] *Ibid.*, p. 7.

[9] Joe, Glenda Kay. Testimony and comments of the Council of Asian and American Organizations presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Houston, Texas, March 17, 1987.

[10] Wakabayashi, Ron. Testimony and comments of the Japanese American Citizens League presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, San Francisco, California, March 15, 1987.

[11] Tso, Jim C. Testimony and comments of the Organization of Chinese Americans, Inc., presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Washington, D.C. March 9, 1987.

[12] Inocencio, Dr. E. Bing. Testimony and comments of the Asian American National Network of Information and Employment presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Washington, D.C. March 10, 1987.

Bibliography

Inocencio, E. Bing. Testimony and comments of the Asian American National Network of Information and Employment presented to the NEA Special Committee on Asian and Pacific Islander Concerns, Washington, D.C., March 10, 1987.

Joe, Glenda Kay. Testimony and comments of the Council of Asian and American Organizations presented to the NEA Special Committee on Asian and Pacific Islander Concerns, Houston, Texas, March 17, 1987.

National Education Association. "An Interim Report By The National Education Association Asian American Task Force." Washington, D.C.: NEA, 1973. (Unpublished report)

Tso, Jim C. Testimony and comments of the Organization of Chinese Americans, Inc., presented to the NEA Special Committee on Asian and Pacific Islander Concerns, Washington, D.C., March 9, 1987.

Waihee, John. "Hawaiian Harmony Urged For All." *Honolulu Star-Bulletin*, February 17, 1987.

Wakabayashi, Ron. Testimony and comments of the Japanese American Citizens League presented to the NEA Special committee on Asian and Pacific Islander Concerns, San Francisco, California, March 15, 1987.

Wong, Diane Yen-Mei. Written Testimony of Asian Women United of California presented to the NEA Special committee on Asian and Pacific Islander Concerns, Washington, D.C., March 9, 1987.

Appendix

Study Sites

Washington, D.C.	March 9-10, 1987*
Honolulu, Hawaii	March 12-13, 1987
San Francisco, California	March 15-16, 1987*
Houston, Texas	March 17-19, 1987
Chicago, Illinois	March 30-31, 1987

*Hearings conducted on both days.

Washington, D.C.

Participants

W. Chen, librarian, Wareham Intermediate School, Boston, Mass. (written testimony)

Beverly Corelle, president, Maryland State Teachers Association (written testimony)

Nancy Finkelstein, president, Massachusetts Teachers Association (written testimony)

My Lan Harrington, refugee community worker, Middleboro, Mass. (written testimony)

Jayjia Hsia, senior research scientist, Educational Testing Service, Princeton, N.J.

Bing Inocencio, president/founder, Asian American National Network on Information and Employment, Takoma Park, Md.

U.S. Sen. Daniel K. Inouye (D-Hawaii) (written testimony)

Susie Jablinske, Association leader, Annapolis, Md.

Jeanette Kwok, past president, National Association of Asian Pacific American Education, Fairfax, Va.

Juanita Tamayo Lott, president, Tamayo Lott Associates, Silver Spring, Md.

U.S. Rep. Robert Matsui (D-Calif.) (written testimony)

Xe Nguyen, president, Vietnamese Parents Association, Arlington, Va.

Ronald Seguin, program coordinator, Indochinese Community Center

Rawlein Soberano, president, Asian Pacific American Civil Rights Alliance, Rockville, Md. (written testimony)

U.S. Rep. Fofo Sunia (Am. Samoa)

Darwin Tobing, president, Indonesian American League, Wheaton, Md.

Huong Mai Tran, chair, National Association for Vietnamese American Educators, Potomac, Md.

Jim Tso, president, Organization of Chinese Americans, Washington, D.C.

Rev. Man-King Tso, senior pastor, Chinese Community Church, Washington, D.C.

Grace Uyehara, executive director, Legislative Education Committee, Japanese American Citizen's League, Washington, D.C.

Ruth Wong, president, National Asian Pacific American Heritage Council, Alexandria, Va.

Ron Woo, assistant director, Office of Equal Opportunity, New York City Board of Education.

J. John Wycliffe, national secretary, Asian Indian American Forum for Political Education, Hyattsville, Md. (written testimony)

Chanly Yin, president, National Association of Cambodian Youth, Arlington, Va.

Honolulu, Hawaii

Participants

Earl Arruda, president, Hawaii State Teachers Association Board of Directors

Minnie Bumatay, chair, NEA Asian and Pacific Islander Caucus (written testimony)

Virginia Chattergy, Education for Asian Pacific Islanders, associate professor, College of Education, University of Hawaii, Manoa

Michael Kioni Dudley, teacher, Nanakuli High and Intermediate School, Nanakuli (written testimony)

Diane Kahanu, Ho'oipo DeCambrfa, Puanani Burgess, Nona Teves, Isabel Hacskayl, and Michael Kioni Dudley, Waianae Women's Support Group, Waianae

Gard Kealoha, public information officer, Alu Like, Honolulu

Helen Nagtalon-Miller, coordinator, Tutor Training Component, Operation Manong, University of Hawaii, Manoa

Rona Rodenhurst, education coordinator, and Annelle Amaral, administrative assistant, Office of Hawaiian Affairs, State of Hawaii

Henry Sablan, superintendent of education, Department of Education, Commonwealth of the Northern Mariana Islands, Saipan (written testimony)

State Rep. Rod Tam, chair, House Education Committee, Hawaii State Legislature

School Visits

Nanaikapono Elementary School

Nanakuli High and Intermediate School

Kamehameha Elementary School (Keep Project)

Royal Elementary School

San Francisco, California

Participants

Alice Bulos, member, Governor's Statewide Committee on Asian and Pacific Islander Americans, State of California

Barbara Bumatay, payroll accounting technician, Sacramento City Unified School District (written testimony)

Chuong Chung, coordinator, Multi-Functional Resource Center, Oakland

Irene Collier, president, Association of Chinese teachers and San Francisco teacher

Henry Der, chair, Chinese for Affirmative Action

Eva Fong, consultant, Office of External Affairs, California Department of Education

Tilani Ilaoa, Samoan community leader, San Francisco (written testimony)

Harriet M. K. Ishimoto, management consultant, Kiyomura/Ishimoto Associates, San Francisco

Betty Jeung, Association leader, San Diego (written testimony)

Dennis Lewis, treasurer, NEA Minority Affairs Committee, Bakersfield (written testimony)

Elaine Gong Penzer, leader, California Teachers Association, Richmond

Kay Phillips, executive director, Mid-Peninsula YWCA, Palo Alto (written testimony)

Peggy Saika, executive director, Asian Law Caucus, Oakland and San Francisco (written testimony)

Alan Kung Lai Scroggie, Association leader, San Francisco

Ron Wakabayashi, executive director, Japanese American Citizens League, San Francisco

Diane Yen-Mei Wong, executive director, Asian Women United, Oakland (written testimony)

Elena Wong, assistant superintendent of instructional services, Garvey School District, Rosemead

Ted Wong, president, Chinese Historical Society, San Francisco (written testimony)

Teresa Wu, area manager, YWCA, Chinatown/North Beach Complex, San Francisco (written testimony)

School Visits

Filipino Education Center

Francisco Middle School

Mission High School

Houston, Texas

Participants

Charles N. Beard, president, Texas State Teachers Association, Austin

Wing Cam, founder and honorary president, Society of Thai Dam American Friendship

Harb S. Hayre, professor, University of Houston, and leader, Asian Indian community, Houston

Glenda Joe, chair, Council of Asian Americans, Houston

Yani Rose Keo, administrator, Catholic Charities, and leader, Cambodian community, Houston

Signa Segrest, president, Houston Teachers Association

J. S. Sethi, leader, Asian Indian community, Houston

Esther Lee Yao, associate professor, University of Houston at Clear Lake (written testimony)

Daniel Watanabe, leader, Japanese community, Houston

School Visits

Gregory Lincoln Elementary School

Sharpstown Middle School

Sharpstown High School

Chicago, Illinois

Participants

Larry Chunovich, president, Michigan Education Association (written testimony)

Bill Dolnick, MSW, Travelers and Immigrant Aid, Chicago

Gary Elmen, assistant principal, Community High School District 99, South High School, Downers Grove (written testimony)

Joe Frattaroli, assistant manager, urban and ethnic education, Illinois State Board of Education; William Yoshino, Midwest director, Japanese American Citizens League; and Dr. Elena S. H. Yu, associate professor and research associate, Pacific/Asian American Mental Health Research Center, Chicago.

James H. Lewis, assistant director, Cambodian Association of America, Chicago

Francois Nguyen, Association and community leader, St. Paul

Samuel Ozaki, principal, Taft High School, and Noriko Takeda, Asian American Educators Association, Chicago

Porter Reed, education specialist, and Ms. Sandra Lopez, refugee and immigrant programs, bilingual education section, Illinois State Board of Education, State of Illinois Center

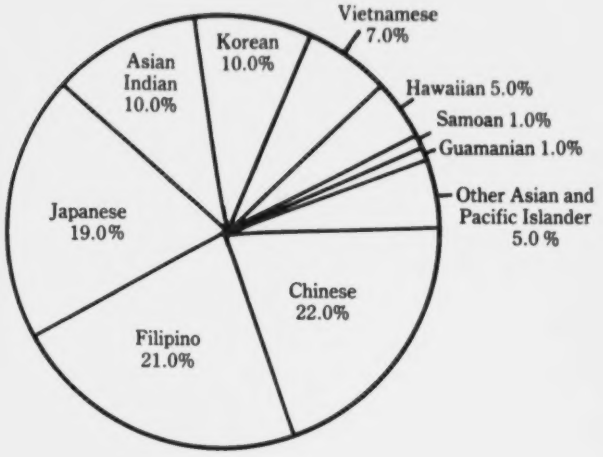
School Visits

Hibbard Elementary School

Volta Elementary School

Senn Metropolitan High School

CHART A:
Composition of Asian and Pacific Islander Population 1980



Asian and Pacific Islander Groups Reported in the 1980 Census

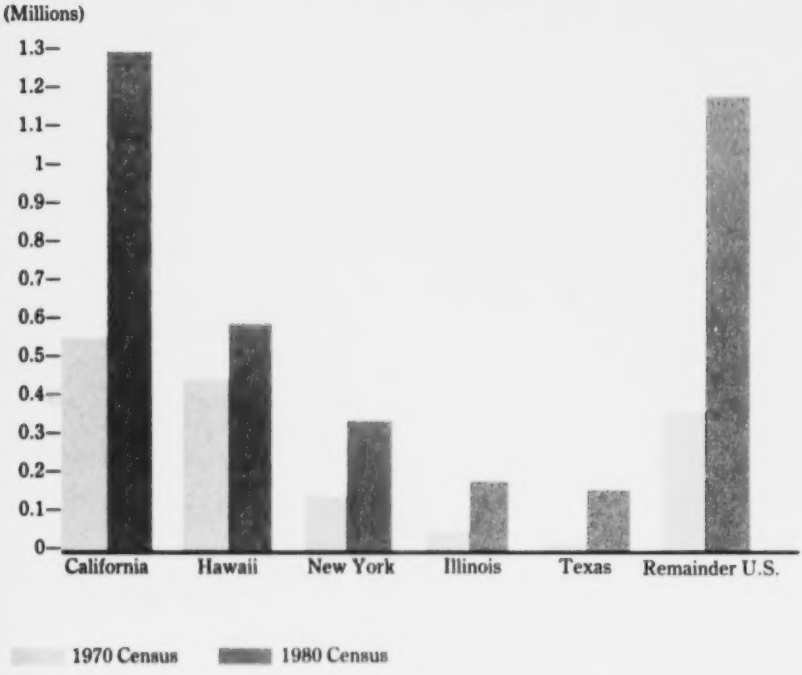
Asian	Pacific Islander
Chinese*	Polynesian
Filipino*	Hawaiian*
Japanese*	Samoan*
Asian Indian*	Tahitian
Korean*	Tongan
Vietnamese*	Other, Polynesian
Bangladeshi	Tokelauan
Burmese	Polynesian
Cambodian (Kampuchea)	
Hmong	Micronsian
Indonesian	Guamanian*
Laotian	Other Mariana Islanders
Malayan	Saipanese
Okinawan	Tinian Islander
Pakistani	Mariana Islander
Sri Lankan (Ceylonese)	Marshallese
Thai	Marshall Islander
Asian not specified	Eniwetok Islander
All other Asians	Bikini Islander
Bhutanese	Kwajalein Islander
Bornea	Palauan
Celebesian	Other Micronesian
Cernan	Micronesian
Indochinese	Ponapean
Iwo Jiman	Trukese
Javanese	Yapese
Maldivian	Carolinian
Nepali	Tarawa Islander
Sikkim	
Sinaporean	Melanesian
	Fijian
	Other Melanesian
	Melanesian
	Papua New Guinean
	Solomon Islander
	New Hebrides Islander
	Other Pacific Islanders

SOURCES: Tamayo Lott Associates.
Johnson, Patricia A., "The Asian and Pacific Islander Population At a Glance, 1980." Graph Presentation, Population, Division, U.S. Department of Commerce, Bureau of the Census. Washington, D.C.: Government Printing Office, November 7, 1986.

CHART B
Asian and Pacific Islander by Area and Major Asian Language Group

Asian & Pacific Islander by Area

Population Counts



Major Asian Language Groups
Cambodian
Chinese
Cantonese
Mandarin
Others
Japanese
Korean
Laotian
Lao
Hmong
Pilipino
Tagalog
Mocano
Others
Vietnamese

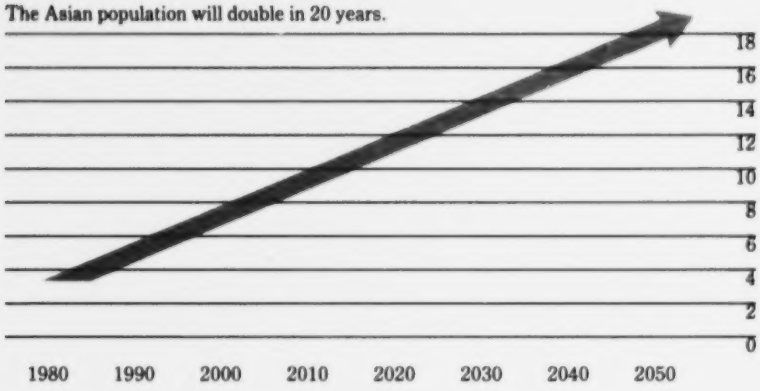
SOURCES: Tamayo Lott Associates.
U.S. Department of Commerce, Bureau of the Census. *1980 Census of the Population,* DC 80-S1-12, and *Pacific Islander Population By State,* December 1983 and DC 80-1-B1, *General Population Characteristics.* Washington, D.C.: Government Printing Office, 1983.

CHART C:
Asian Growth: 1980-2050

ASIAN GROWTH: 1980-2050

(in millions)

The Asian population will double in 20 years.



ASIANS BY STATE: 1980-2050

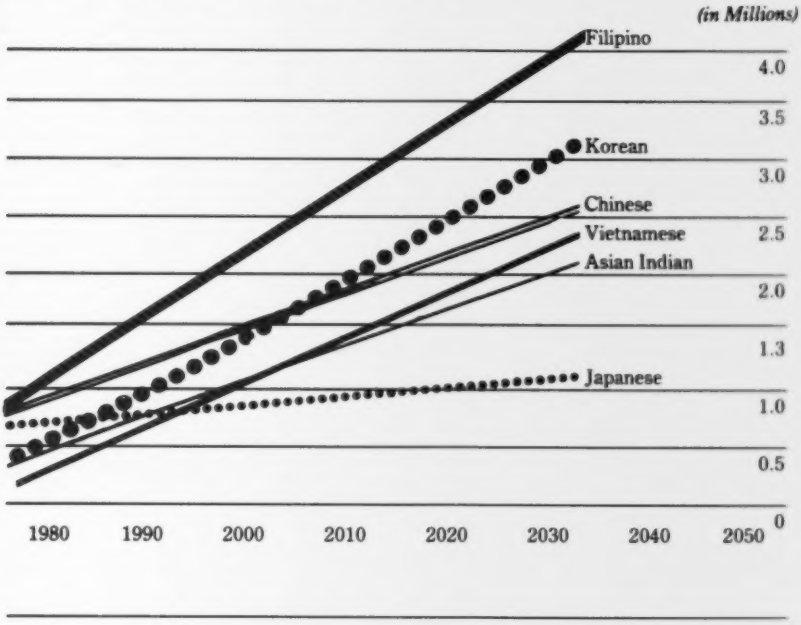
California, New York, and Illinois will continue to rank first, third and fourth (Hawaii is second) in the size of their Asian populations.

(in thousands)	*1980*	*1990*	*2000*	*2010*	*2020*	*2030*	*2040*	*2050*
CALIFORNIA								
Chinese	326	434	542	647	736	821	897	977
Indian	60	95	133	180	207	244	276	308
Japanese	269	312	351	384	404	416	427	439
Korean	103	191	286	381	478	572	657	748
Filipino	358	553	756	958	1,154	1,338	1,508	1,686
Vietnamese	85	183	289	396	507	615	713	816
Other	112	274	397	532	639	757	866	976
Total	1,313	2,042	2,754	3,478	4,125	4,763	5,344	5,950
NEW YORK								
Chinese	147	207	268	328	384	435	481	531
Indian	68	104	145	183	221	256	289	323
Japanese	25	29	33	36	38	39	40	41
Korean	33	63	97	130	165	197	227	258
Filipino	36	61	89	116	144	170	192	219
Vietnamese	6	14	22	30	38	46	53	61
Other	16	73	110	149	182	216	248	281
Total	331	551	764	972	1,172	1,359	1,530	1,714
ILLINOIS								
Chinese	29	46	63	80	97	112	126	142
Indian	37	69	103	138	173	207	238	271
Japanese	18	22	24	27	28	28	30	30
Korean	24	51	79	108	138	167	193	221
Filipino	44	73	104	134	163	192	218	246
Vietnamese	6	14	22	30	38	46	53	61
Other	12	43	66	93	117	142	166	190
Total	170	318	461	610	754	894	1,024	1,161

SOURCES: American Demographics, May 1985.
Population Reference Bureau, Washington, D.C.

CHART D:
The Changing Asian Population: 1980-2050
Composition of Asian and Pacific Islander Population 1980

The Filipinos may already be the largest Asian group



(in thousands)	Chinese	Asian Indian	Japanese	Korean	Filipino	Vietnamese
1980	812	387	716	357	782	245
1990	1,124	622	833	711	1,269	525
2000	1,440	875	936	1,092	1,783	830
2010	1,749	1,128	1,025	1,479	2,296	1,139
2020	2,033	1,376	1,078	1,874	2,802	1,456
2030	2,288	1,612	1,109	2,258	3,283	1,766
2040	2,525	1,828	1,138	2,607	3,722	2,048
2050	2,776	2,056	1,171	2,976	4,187	2,346

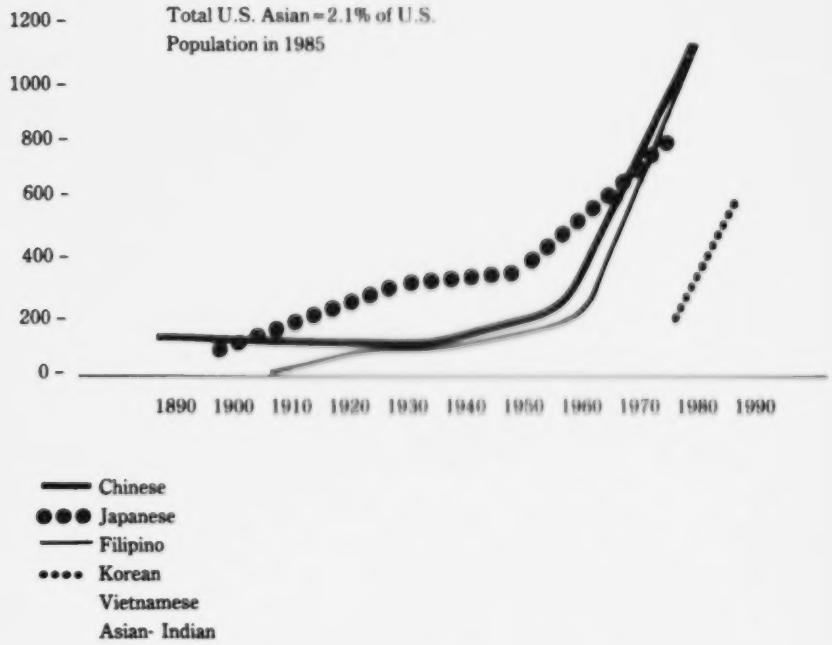
SOURCES: American Demographics, May 1985.
Population Reference Bureau, Washington, D.C.

CHART E:
Pacific Islander Population by Type: 1980

United States	Number	Percent distribution
Total Pacific Islander population	259,566	100.0
Polynesian	220,278	84.9
Hawaiian	172,346	66.4
Samoan	39,520	15.2
Tongan	6,226	2.6
All other	2,186	0.8
Micronesian	35,508	13.7
Guamaian	30,695	11.8
All other	4,813	1.9
Melanesian	3,311	1.3
Fijian	2,834	1.1
All other	477	0.2
Pacific Islander not specified	469	0.2

SOURCE: 1980 Census of Population U.S. Department of Commerce Bureau of Census, Supplementary Report

Figure 1: A Century of Asian American Population Growth



SOURCES: Hsia, Jayjia, Educational Testing Service, March 1987.

CHART F:
Beginning and Major immigration Dates of Some Asians and Pacific Islanders

(Immigration continues during the years not listed, but in smaller numbers)

CHINESE:	499, 1781, 1784-85 1840-52, 1863, 1896, 1910, 1980s 1st Wave
FILIPINO:	1763, 1781, 1815, 1846, 1898, 1906, 1945, 1963-65, 1980s
JAPANESE:	1843, 1868, 1883, 1890, 1907
KOREANS:	1882, 1885, 1910, 1913, 1919, 1950-53, 1965-76
VIETNAMESE:	1975-79, 1980-86
CAMBODIANS:	1975-79, 1980-86
HMONG:	1980-86
LAOTIANS:	1980-86
CHINESE: MAINLAND, TAIWAN, HONG KONG:	1981-86 2nd Wave
JAPANESE NATIONALS*:	1983-87

*Will return to Japan after their business ventures, usually three years.

SOURCES: Asian and Pacific American Heritage Week Pamphlet, "A Brief History of Asians in America," May 3-10, 1986. Washington, D.C., pp. 12-19; Summary Prepared by Minnie Bumatay for the NEA Asian and Pacific Islander Concerns Study Committee, March 1987.

Notes:

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